



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State accountability standards of Maine’s *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students’ scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# School Report Grade 4

Test Date: March 2009  
Code: 12281604  
SAU: MSAD 34  
School: Edna Drinkwater School

## Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

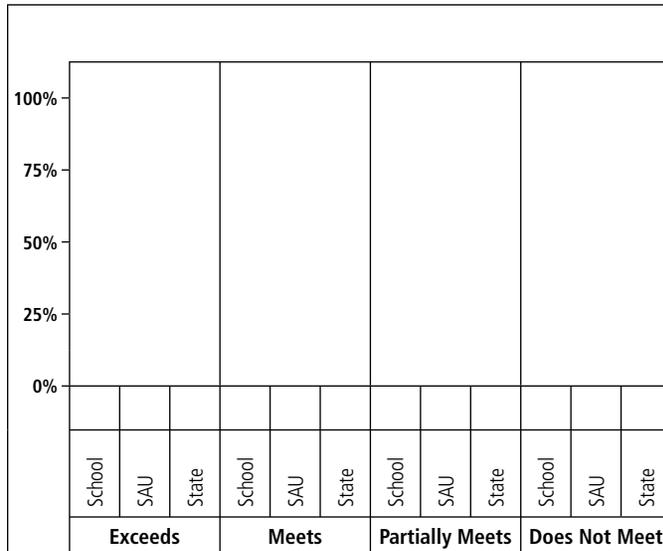
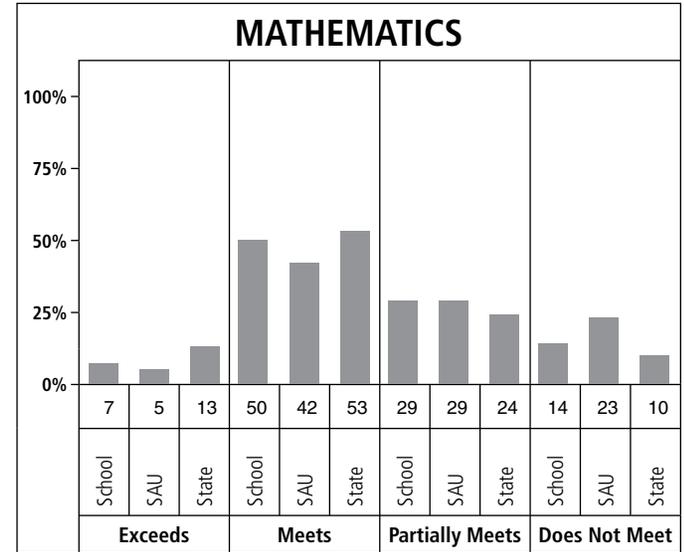
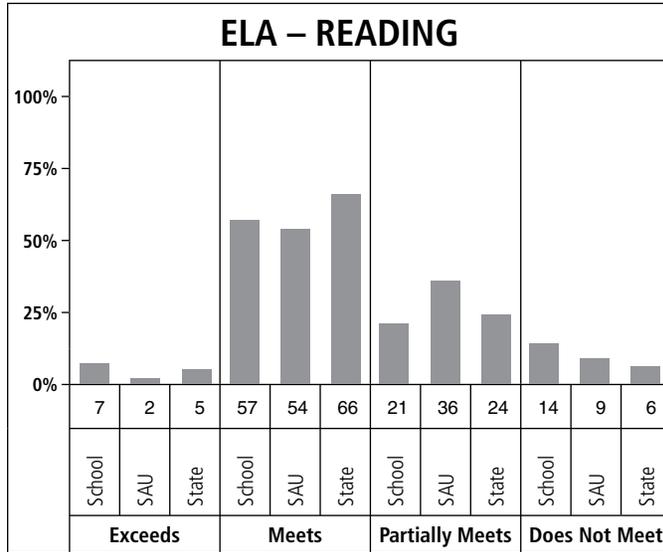
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# SUMMARY OF SCORES

Test Date: March 2009  
 Grade: 4  
 SAU: MSAD 34  
 School: Edna Drinkwater School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	435	443	445
2007–2008	444	444	445
<b>2008–2009</b>	<b>445</b>	<b>443</b>	<b>446</b>
Cum. Avg.*	442	443	445
<b>Mathematics</b>			
2006–2007	438	439	445
2007–2008	441	443	445
<b>2008–2009</b>	<b>442</b>	<b>439</b>	<b>446</b>
Cum. Avg.*	441	440	445



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 4  
 SAU: MSAD 34  
 School: Edna Drinkwater School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	15	100	115	100	13805	100	15	100	115	100	13737	100	15	100	115	100	13746	100						
<b>Ethnicity</b>																								
African American/Black	0	0	2	2	419	3	0	0	2	100	410	98	0	0	2	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	0	0	1	1	229	2	0	0	1	100	223	97	0	0	1	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	15	100	112	97	12883	93	15	100	112	100	12832	100	15	100	112	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	5	33	32	28	2383	17	5	100	32	100	2366	100	5	100	32	100	2364	99						
<b>Current LEP</b>	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
<b>Economically disadvantaged</b>	8	53	69	60	5819	42	8	100	69	100	5782	99	8	100	69	100	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						School		SAU		State	
	School		SAU		State		School		SAU		State		n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%						
<b>Participation without accommodations</b>	10	67	89	77	10439	76	10	67	89	77	10471	76						
Identified disability (PET/IEP)	0	0	7	8	351	3	0	0	7	8	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	1	1	92	1	0	0	1	1	90	1						
<b>Participation with accommodations</b>	4	27	23	20	3142	23	4	27	23	20	3138	23						
Identified disability (PET/IEP)	4	100	22	96	1860	59	4	100	22	96	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	0	0	1	4	1060	34	0	0	1	4	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	1	7	3	3	155	1	1	7	3	3	137	1						
Identified disability (PET/IEP)	1	100	3	100	155	100	1	100	3	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	11	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	0	0	0	0	57	0	0	0	0	0	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.



# ELA-READING RESULTS

Test Date: March 2009  
 Grade: 4  
 SAU: MSAD 34  
 School: Edna Drinkwater School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results: Parameters for Essential Instruction</i> in English language arts – reading.									
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	0	0	0	0	507	4		
	2007-2008	0	0	5	4	559	4		
	<b>2008-2009</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>672</b>	<b>5</b>		
	Cum. Total*	1	2	7	2	1738	4		
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	3	30	72	60	8749	63		
	2007-2008	9	53	73	54	8308	59		
	<b>2008-2009</b>	<b>8</b>	<b>57</b>	<b>60</b>	<b>54</b>	<b>8917</b>	<b>66</b>		
	Cum. Total*	20	49	205	56	25974	63		
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	4	40	39	32	3467	25		
	2007-2008	7	41	46	34	3922	28		
	<b>2008-2009</b>	<b>3</b>	<b>21</b>	<b>40</b>	<b>36</b>	<b>3241</b>	<b>24</b>		
	Cum. Total*	14	34	125	34	10630	26		
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	3	30	10	8	1165	8		
	2007-2008	1	6	11	8	1264	9		
	<b>2008-2009</b>	<b>2</b>	<b>14</b>	<b>10</b>	<b>9</b>	<b>751</b>	<b>6</b>		
	Cum. Total*	6	15	31	8	3180	8		

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>48</b>	<b>100</b>	30.5	63.5	29.1	60.6	31.6	65.8
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>24</b>	<b>50</b>	14.9	62.1	14.8	61.7	16.1	67.1
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>24</b>	<b>50</b>	15.6	65.0	14.3	59.6	15.5	64.6

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# ELA-READING RESULTS (CONTINUED)

**Test Date:** March 2009  
**Grade:** 4  
**SAU:** MSAD 34  
**School:** Edna Drinkwater School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
<b>All Students</b>	14	7	1	57	8	21	3	14	2	445	112	2	54	36	9	443	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	0										2						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	0										1						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	14	7	1	57	8	21	3	14	2	445	109	2	54	35	9	443	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										29	0	21	59	21	438	2211	1	39	42	18	439
No	10	10	1	70	7	20	2	0	0	450	83	2	65	28	5	445	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	0										0						357	3	42	36	19	440
No	14	7	1	57	8	21	3	14	2	445	112	2	54	36	9	443	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	7	0	0	57	4	14	1	29	2	441	66	2	41	44	14	440	5677	2	57	32	9	443
No	7	14	1	57	4	29	2	0	0	449	46	2	72	24	2	447	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	14	7	1	57	8	21	3	14	2	445	112	2	54	36	9	443	13575	5	66	24	6	446
<b>Gender</b>																						
Female	3										50	4	46	40	10	443	6580	7	68	21	5	448
Male	11	0	0	73	8	18	2	9	1	445	62	0	60	32	8	443	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2127	1	48	42	9	441
No	14	7	1	57	8	21	3	14	2	445	112	2	54	36	9	443	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	0										0						324	27	72	1	0	458
No	14	7	1	57	8	21	3	14	2	445	112	2	54	36	9	443	13257	4	65	24	6	446

**E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards**  
 NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.   N = Number



# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: MSAD 34

School: Edna Drinkwater School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
<b>How much homework do you do on school nights?</b>																							
A. none	0									448	3	0	33	67	0	441	4	2	45	36	17	441	
B. less than one hour	91	1	10	6	60	2	20	1	10	448	73	3	55	36	6	444	75	5	67	23	4	447	
C. one to two hours	9	0	0	0	0	1	100	0	0	434	21	0	52	35	13	440	18	5	67	23	5	447	
D. more than two hours	0										3	0	33	33	33	439	2	3	45	36	16	442	
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																							
A. very good	36	0	0	2	50	1	25	1	25	444	36	3	56	33	8	445	40	8	71	17	4	449	
B. good	36	1	25	2	50	1	25	0	0	452	46	2	58	36	4	444	45	3	66	25	5	446	
C. fair	27	0	0	2	67	1	33	0	0	445	13	0	36	50	14	440	13	1	54	35	10	442	
D. poor	0										6	0	33	33	33	437	2	0	39	42	19	439	
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																							
A. The questions on the test match what I have learned in reading class.	18	0	0	1	50	0	0	1	50	440	23	0	60	20	20	441	31	8	69	19	4	448	
B. They match some of what I have learned.	64	1	14	4	57	2	29	0	0	449	59	3	53	39	5	445	53	4	68	23	4	447	
C. They match just a little of what I have learned.	9	0	0	1	100	0	0	0	0	452	11	0	58	33	8	444	11	2	54	35	10	442	
D. There is no match.	9	0	0	0	0	1	100	0	0	440	6	0	14	86	0	439	4	1	39	40	20	439	
<b>How hard was the reading part of this test?</b>																							
A. harder than my regular schoolwork	18	0	0	1	50	1	50	0	0	444	12	0	46	46	8	442	19	4	54	31	11	443	
B. about the same as my regular schoolwork	73	1	13	4	50	2	25	1	13	447	69	1	59	35	5	444	63	6	69	22	4	447	
C. easier than my regular schoolwork	9	0	0	1	100	0	0	0	0	454	19	5	38	38	19	441	18	4	68	23	5	446	
<b>How hard were the reading passages on this test?</b>																							
A. Most of the passages were harder than what I normally read.	18	0	0	0	0	2	100	0	0	437	14	0	20	60	20	437	13	0	39	43	17	439	
B. Most of the passages were about the same as what I normally read.	45	1	20	4	80	0	0	0	0	453	57	2	62	33	3	444	52	4	69	24	4	446	
C. Most of the passages were easier than what I normally read.	36	0	0	2	50	1	25	1	25	445	29	3	60	27	10	445	35	9	72	16	3	449	
<b>How much time do you spend reading at home each day?</b>																							
A. more than one hour	18	0	0	2	100	0	0	0	0	451	18	5	53	37	5	443	21	8	68	19	5	448	
B. 20 minutes to an hour	64	1	14	4	57	2	29	0	0	450	67	1	58	35	6	445	55	5	70	21	4	447	
C. less than 20 minutes	9	0	0	0	0	1	100	0	0	434	11	0	42	42	17	440	13	2	57	33	8	443	
D. I rarely read at home.	9	0	0	0	0	0	0	1	100	430	5	0	20	60	20	438	11	1	51	37	11	442	
<b>How many pages do you read in school and to complete homework assignments?</b>																							
A. five or fewer pages	30	0	0	1	33	1	33	1	33	439	12	0	38	38	23	440	25	3	59	30	8	444	
B. six to ten pages	40	1	25	3	75	0	0	0	0	453	29	3	65	26	6	445	24	4	64	26	6	445	
C. eleven or more pages	30	0	0	2	67	1	33	0	0	450	59	2	52	41	6	443	51	7	70	20	4	448	
<b>Optional school/SAU question</b>																							
A.	0										0												
B.	0										100	0	100	0	0	446							
C.	0										0												
D.	0										0												

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number



# MATHEMATICS RESULTS

Test Date: March 2009  
 Grade: 4  
 SAU: MSAD 34  
 School: Edna Drinkwater School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results: Parameters for Essential Instruction</i> in mathematics.							
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	1	10	3	2	1054	8
	2007-2008	0	0	11	8	1321	9
	<b>2008-2009</b>	<b>1</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	2	5	20	5	4087	10
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 442–460)	2006-2007	2	20	42	35	7394	53
	2007-2008	8	47	62	46	7079	51
	<b>2008-2009</b>	<b>7</b>	<b>50</b>	<b>47</b>	<b>42</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	17	41	151	41	21743	52
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	5	50	53	44	3729	27
	2007-2008	7	41	41	30	3955	28
	<b>2008-2009</b>	<b>4</b>	<b>29</b>	<b>33</b>	<b>29</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	16	39	127	35	10903	26
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	2	20	23	19	1735	12
	2007-2008	2	12	21	16	1642	12
	<b>2008-2009</b>	<b>2</b>	<b>14</b>	<b>26</b>	<b>23</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	6	15	70	19	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	28.1	58.5	26.4	55.0	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	12.0	60.0	10.9	54.5	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	4.4	55.0	4.6	57.5	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	5.9	59.0	5.7	57.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.9	59.0	5.2	52.0	6.5	65.0

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# MATHEMATICS RESULTS (CONTINUED)

Test Date: March 2009
Grade: 4
SAU: MSAD 34
School: Edna Drinkwater School

REPORTING CATEGORIES	School										SAU					State												
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score						
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%							
<b>All Students</b>	14	7	1	7	7	50	4	29	2	14	442	112	5	42	29	23	439	13609	13	53	24	10	446					
<b>Ethnicity</b>																												
African American/Black	0											2											415	5	41	30	24	439
American Indian or Native Alaskan	0											0											123	12	46	28	13	445
Asian or Pacific Islander	0											1											225	22	45	20	12	448
Hispanic	0											0											147	3	58	30	10	443
Caucasian/White	14	7	1	7	7	50	4	29	2	14	442	109	6	42	30	22	440	12699	13	54	23	10	447					
Not Reported	0											0											0					
<b>Identified disability</b>																												
Yes	4											29	0	24	34	41	431	2227	3	34	33	30	437					
No	10	10	1	7	70	2	20	0	0	448	83	7	48	28	17	442	11382	14	57	22	7	448						
<b>Current LEP</b>																												
Yes	0											0											370	7	35	31	27	439
No	14	7	1	7	7	50	4	29	2	14	442	112	5	42	29	23	439	13239	13	54	23	10	447					
<b>Economically disadvantaged</b>																												
Yes	7	0	0	3	43	2	29	2	29	436	66	0	35	30	35	435	5704	6	48	30	16	442						
No	7	14	1	4	57	2	29	0	0	448	46	13	52	28	7	445	7905	18	57	19	6	450						
<b>Migrant</b>																												
Yes	0											0											6	17	33	50	0	448
No	14	7	1	7	7	50	4	29	2	14	442	112	5	42	29	23	439	13603	13	53	24	10	446					
<b>Gender</b>																												
Female	3											50	4	42	28	26	438	6591	12	54	24	11	446					
Male	11	9	1	6	55	3	27	1	9	444	62	6	42	31	21	441	7018	13	53	24	10	447						
Not Reported	0											0											0					
<b>Title 1A targeted program</b>																												
Yes	0											0											2131	3	41	38	18	440
No	14	7	1	7	7	50	4	29	2	14	442	112	5	42	29	23	439	11478	14	56	21	9	448					
<b>Gifted/talented program</b>																												
Yes	0											0											324	64	34	2	0	464
No	14	7	1	7	7	50	4	29	2	14	442	112	5	42	29	23	439	13285	11	54	24	11	446					

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.    N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: MSAD 34

School: Edna Drinkwater School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
<b>How much homework do you do on school nights?</b>																							
A. none	0										3	0	0	67	33	429	4	4	37	30	28	438	
B. less than one hour	91	1	10	7	70	1	10	1	10	446	73	4	46	28	23	439	75	13	55	23	9	447	
C. one to two hours	9	0	0	0	0	1	100	0	0	432	21	13	35	26	26	442	18	12	54	24	10	446	
D. more than two hours	0										3	0	67	33	0	443	2	7	39	29	25	440	
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																							
A. very good	27	1	33	1	33	0	0	1	33	445	34	11	43	30	16	443	37	22	56	16	7	451	
B. good	45	0	0	4	80	1	20	0	0	445	40	2	51	23	23	439	45	9	56	25	9	446	
C. fair	27	0	0	2	67	1	33	0	0	443	24	4	35	31	31	437	14	3	46	34	17	440	
D. poor	0										2	0	0	50	50	427	3	2	33	35	29	436	
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																							
A. The questions on the test match what I have learned in mathematics class.	27	1	33	2	67	0	0	0	0	453	28	10	50	20	20	444	35	19	56	19	7	450	
B. They match some of what I have learned.	55	0	0	3	50	2	33	1	17	439	55	2	41	32	25	438	51	11	56	25	8	446	
C. They match just a little of what I have learned.	9	0	0	1	100	0	0	0	0	450	13	14	43	21	21	439	10	5	43	31	21	440	
D. There is no match.	9	0	0	1	100	0	0	0	0	446	4	0	50	25	25	439	4	3	26	33	37	434	
<b>How hard was the mathematics part of this test?</b>																							
A. harder than my regular schoolwork	18	0	0	1	50	0	0	1	50	431	19	5	26	37	32	434	17	5	44	31	20	441	
B. about the same as my regular schoolwork	73	0	0	6	75	2	25	0	0	445	64	2	51	29	18	441	62	13	57	23	7	448	
C. easier than my regular schoolwork	9	1	100	0	0	0	0	0	0	464	18	22	39	11	28	444	21	18	53	19	10	449	
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																							
A. less than 30 minutes	9	0	0	0	0	0	0	1	100	416	7	0	43	0	57	431	7	6	36	32	27	438	
B. 30–45 minutes	73	0	0	6	75	2	25	0	0	445	38	3	50	23	25	439	25	7	52	28	12	444	
C. 45–60 minutes	18	1	50	1	50	0	0	0	0	455	50	10	44	31	15	443	38	14	56	22	8	448	
D. more than 60 minutes	0										5	0	20	40	40	434	30	18	56	19	7	449	
<b>How often do you use calculators in mathematics class?</b>																							
A. almost every day	0										1	0	0	100	0	436	3	4	36	31	28	438	
B. two or three days a week	0										8	0	25	13	63	429	12	13	51	26	10	446	
C. two or three times each month	18	0	0	2	100	0	0	0	0	446	21	9	50	27	14	443	32	15	58	20	7	449	
D. never or almost never	82	1	11	5	56	2	22	1	11	444	70	5	46	27	22	440	53	11	53	25	11	446	
<b>How often do you use hands-on materials in mathematics class?</b>																							
A. almost every day	27	0	0	2	67	0	0	1	33	436	21	0	36	27	36	435	26	12	50	25	13	445	
B. two or three days a week	36	0	0	4	100	0	0	0	0	448	28	3	52	21	24	441	32	14	57	21	7	448	
C. two or three times each month	27	1	33	1	33	1	33	0	0	452	35	11	46	30	14	444	26	13	56	22	8	448	
D. never or almost never	9	0	0	0	0	1	100	0	0	432	16	6	41	29	24	436	17	9	50	27	13	444	
<b>Optional school/SAU question</b>																							
A.	0										0												
B.	0										100	0	100	0	0	446							
C.	0										0												
D.	0										0												

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